

## Six Assumptions About Learning

From McREL's *Teaching Reading in the Content Areas: If Not Me, Then Who?*  
R. Billmeyer and M. Barton (2002)

Learning is . . .	Skilled Learners . . .	Strategies for Teachers to Use and Teach
Goal-oriented	<p>Have 2 goals:</p> <p>#1 – to understand the meaning of the learning tasks, often referred to as constructing meaning</p> <p>#2 – to regulate their own learning</p>	<p>Provide opportunities to construct meaning and direct own learning</p> <p>Reading:  <a href="#">Graphic Organizers</a>  <a href="#">Reciprocal Teaching</a>  <a href="#">Frayer Model</a></p> <p>Writing:  <a href="#">Learning Logs</a>  <a href="#">RAFT</a>  <a href="#">Journal Writing</a>  <a href="#">Individual Goal-Setting</a></p>
The linking of new information to prior knowledge	<p>#1 – make connections between past and current experiences and knowledge</p> <p>#2 - make inferences</p> <p>#3 – develop predictions</p> <p>#4 – organize information as they read and write</p> <p>#5 – elaborate on, judge and evaluate text</p>	<p>Provide multiple opportunities to activate prior knowledge and examine preconceptions</p> <p>Reading:  <a href="#">Anticipation Guide</a>  <a href="#">KWL</a>  <a href="#">Concept Map</a>  <a href="#">Frayer Model</a>  <a href="#">Semantic Map</a></p> <p>Writing:  <a href="#">Mapping</a>  <a href="#">Cluster Brainstorm</a>  <a href="#">KWL</a></p>
The organization of information	<p>#1 – find information in text</p> <p>#2 – distinguish between what is important and</p>	<p>Provide opportunities to examine organizational structures and internalize patterns</p>

	<p>what is less important</p> <p>#3 – integrate and synthesize information gleaned from within a particular text or from various texts</p> <p>#4 – impose organization on relatively unorganized information</p> <p>#5 – revise and restructure existing schema (mental model formed from previous experiences)</p>	<p><b>Reading:</b>  <b>Structured Note-taking</b>  <b>Stephens Vocabulary</b>  <b>Elaboration Strategy</b></p> <p><b>Writing:</b>  <b>Nonlinguistic Representations</b></p>
<p><b>The acquisition of cognitive and metacognitive structures</b></p>	<p>#1 – are aware of their own learning style</p> <p>#2 – are able to select and regulate their use of learning skills and strategies</p> <p>#3 – are able to select new approaches and strategies when one is not effective</p>	<p><b>Provide opportunities to learn and practice multiple strategies in varied contexts and to make the strategies and decision-making explicit</b></p> <p><b>Reading:</b>  <b>Think-Aloud</b>  <b>Student VOC Strategy</b></p> <p><b>Writing:</b>  <b>Question-Answer Relationships</b>  <b>RAFT</b>  <b>Learning Logs</b></p>
<p><b>Nonlinear, yet occurring in phases</b></p>	<p>#1 – prepare for learning (anticipate necessary skills, preview new text, review prior learning, identify purpose for learning)</p> <p>#2 – engage in or interact with learning (process text, evaluate important information, predict,</p>	<p><b>Provide opportunities at each phase of the learning process (pre, during, post)</b></p> <p><b>PRE: KWL</b>  <b>Anticipation Guide</b>  <b>Predictions</b>  <b>Fraye Model</b></p> <p><b>DURING:</b>  <b>Pair Reading</b></p>

	<p>monitor progress)</p> <p>#3 – reflect on learning (synthesize learning, integrate into knowledge, apply to new situations, refine)</p>	<p><b>Reciprocal Teaching</b>  <b>Graphic Organizers</b>  <b>Think-Alouds</b>  <b>Note-taking</b></p> <p><b>POST:</b>  <b>KWL</b>  <b>Group Summaries</b>  <b>Note-taking</b>  <b>RAFT</b>  <b>QAR Questioning</b></p>
<p><b>Influenced by cognitive development</b></p>	<p>#1 – can learning thinking and learning strategies appropriate to their development</p> <p>#2 – can use the strategies they have developed in new learning situations</p>	<p><b>Provide opportunities to learn and practice various strategies and to receive corrective feedback (Do NOT force a strategy if a learner already has one that is effective.)</b></p>